

Dream Journey at College Track

Promoting Social Emotional Learning

My Dream

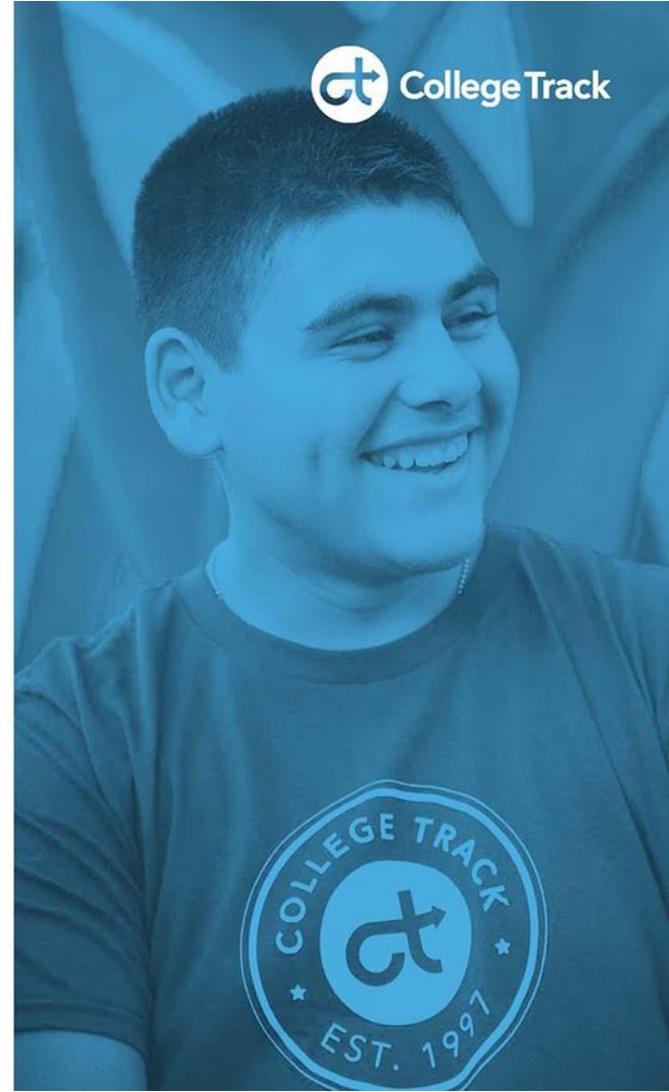
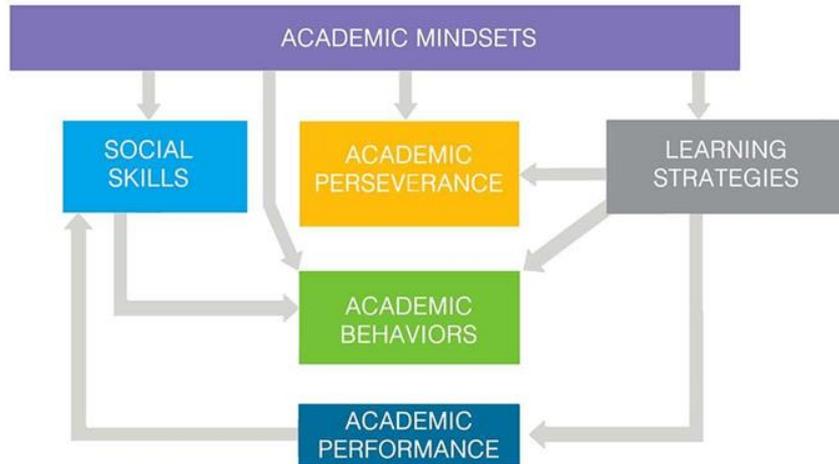
My dream is to become a doctor and help those who can't help themselves. I want to be happy and stress free. Having some ups and downs, but I will strive and hard for world peace for everyone to live for everyone to have success towards my Dream.

GPA

Why dream journey?

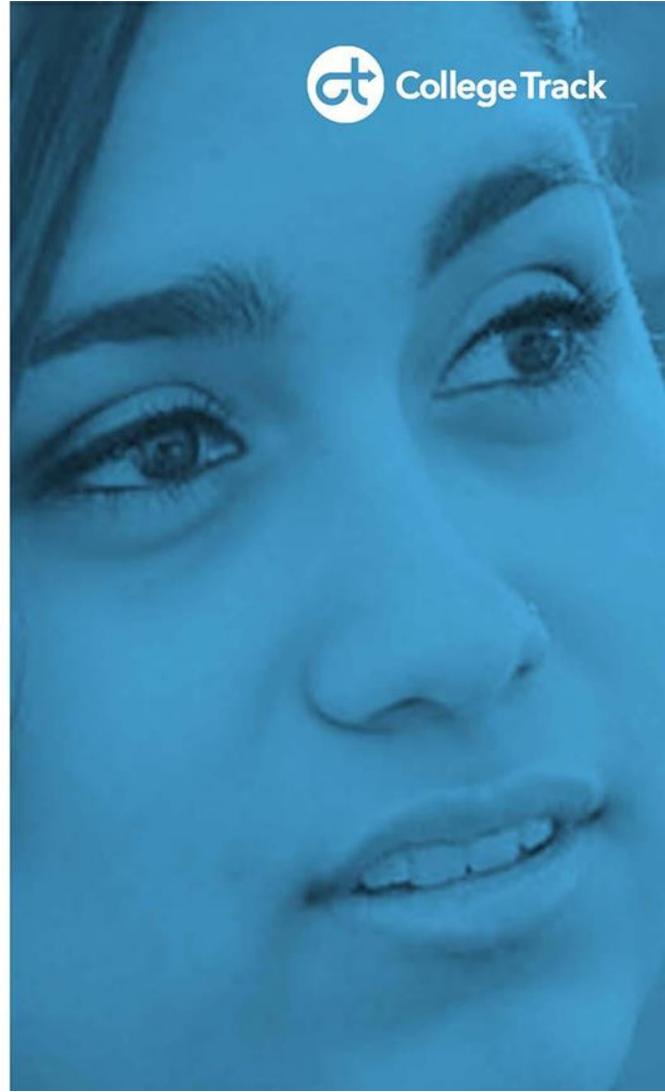


Finding a Focus



Academic Mindsets

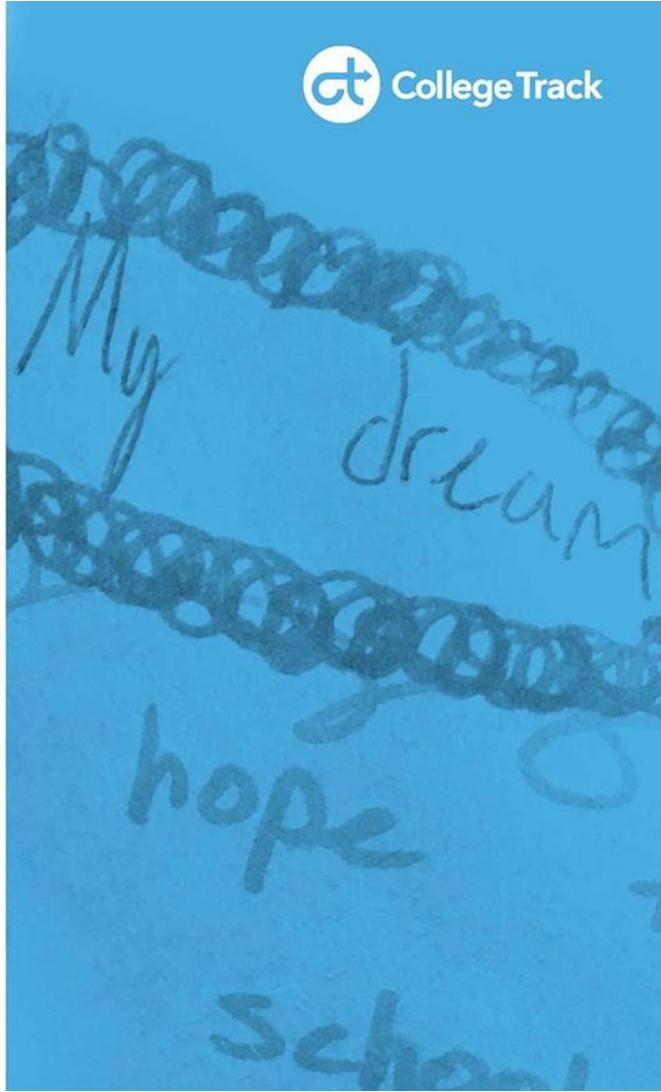
- ✔ *I belong in this academic community*
- ✔ *I can succeed at this*
- ✔ *My ability and competence grow with my effort*
- ✔ *This work has value for me*



Using Dreams to Cultivate Mindset

We drew on theory and research:

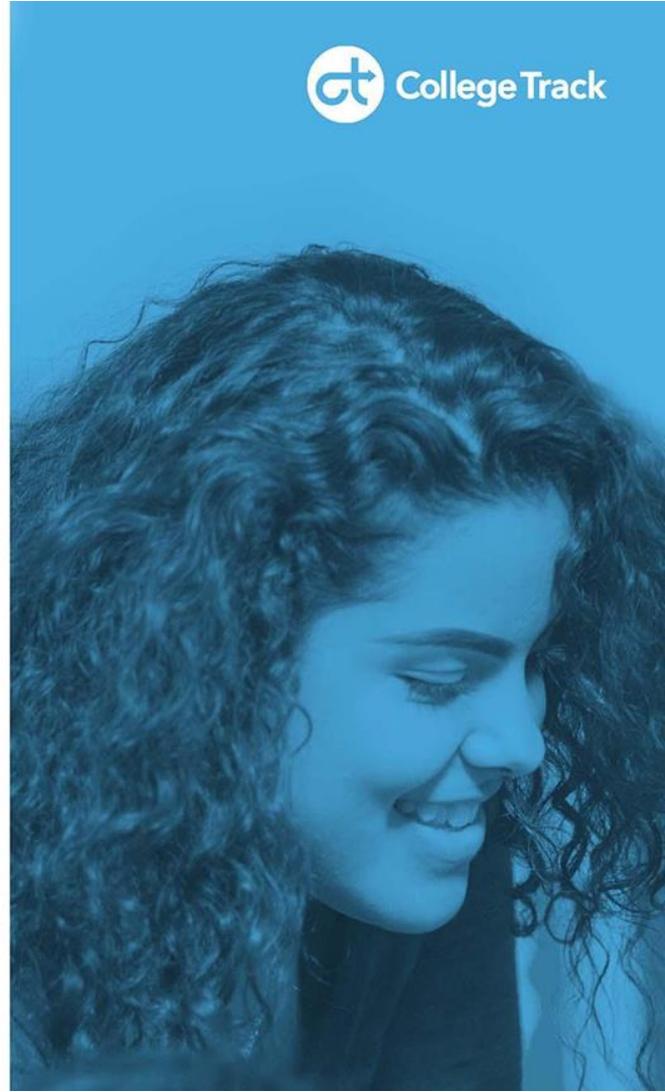
- ✔ *Dan Pink -- mastery, autonomy, purpose*
- ✔ *Bill Damon -- sense of purpose adds both energy and resilience to our lives*
- ✔ *Carol Dweck -- being anxious or defensive vs. inspired to try new things*
- ✔ *Social-learning theory -- internal locus of control*



Dreams In Practice at College Track

Progression:

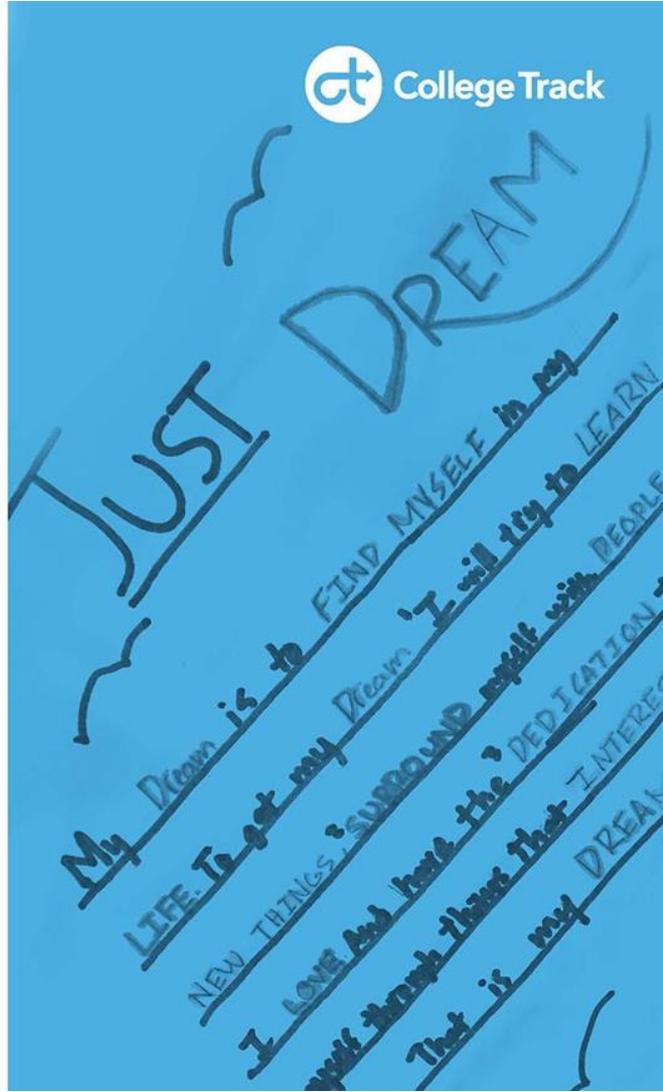
- ✔ *Entering Dream Experiences*
- ✔ *Workshop Offerings*
- ✔ *Summer Experiences*
- ✔ *Passion Projects [Example](#)*
- ✔ *Dream Colleges*
- ✔ *Dreams for the World Within
College Essays*

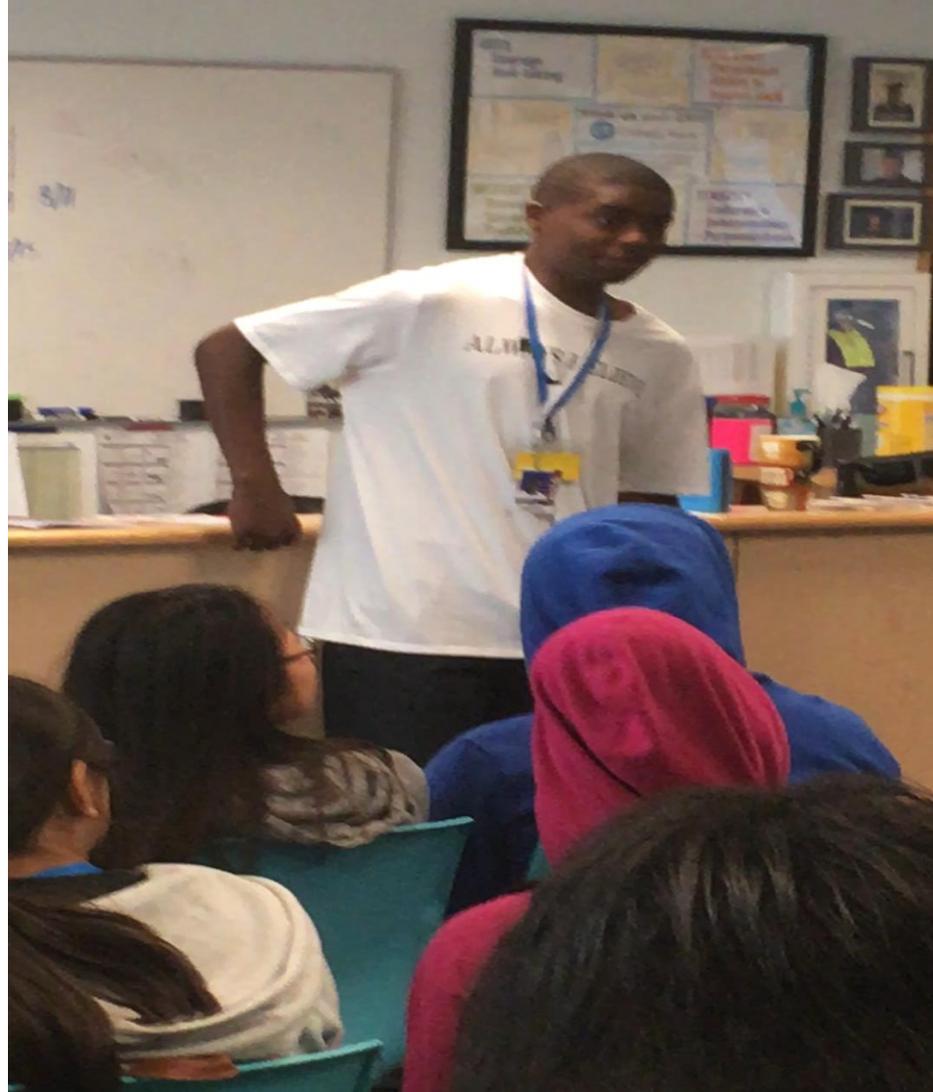


Entering Students' Summer Dreams Experience

Activities:

- ✔ Ice Breakers/Games
- ✔ Who Am I/What Do I Believe Activities
- ✔ Dream Declaration [Example](#)

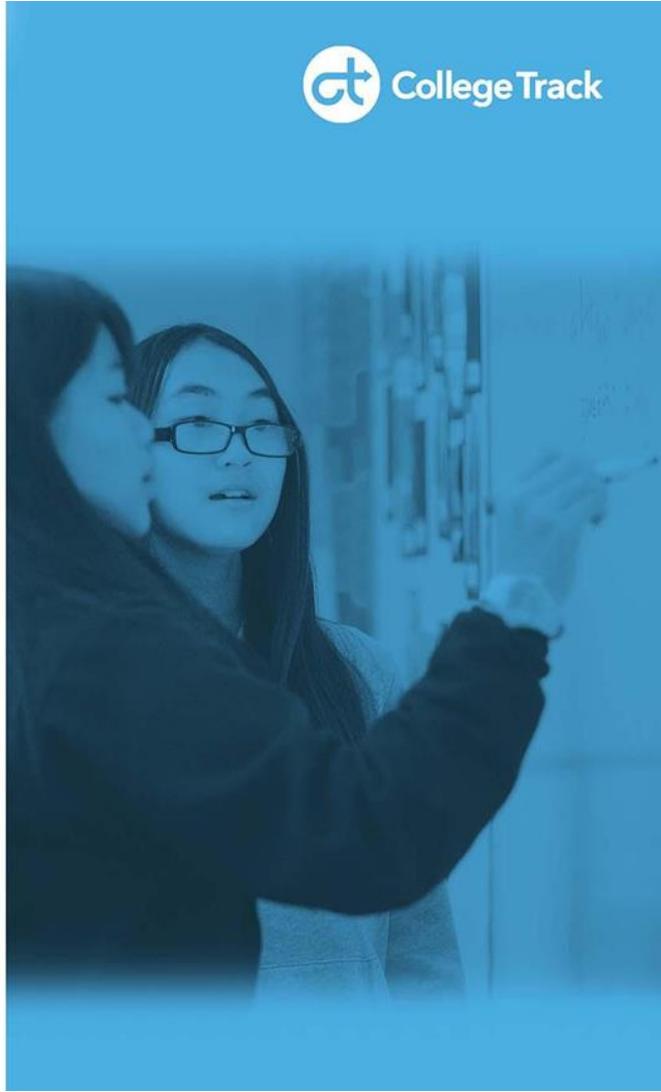




A Few Student Dreams for Inspiration

I dream that I will...

- ✔ *End bullying and homelessness*
- ✔ *Get along with my little brother*
- ✔ *Work with adolescent girls and help them to feel good about themselves*
- ✔ *Write a book or make a movie about my life*
- ✔ *Help inner city students with their problems*
- ✔ *Travel around the world*
- ✔ *Be a famous dancer*



Dream Experiential



THE END.

*We have the
best job ever!*

Questions?





SEL and 9th Grade Summer Programming

**Bryan Tomlinson & Ariel Morris:
Breakthrough Silicon Valley**



Hello!

Ariel Morris Spector

**BSV Director of
Curriculum and
Programming**

Former BSV Instructional
Coach

Former English Teacher



Hi Ya'll!

Bryan Tomlinson

**BSV College Readiness
Manager**

Designer of HSP

Curriculum

Former Science Teacher

1.

The Context of High School Prep

How “HSP” Came to Be

Intro to the BSV Summer Program

- Since 2009, BSV has provided summer programming to rising 7th & 8th graders.
- Students take academic and elective courses across a six-week program.

The 9th Grader Dilemma

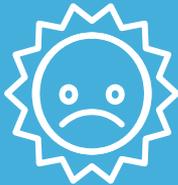
“Summer Melt”

Many Breakthrough students were leaving the program in the summer before 9th grade, as well as across the first few months of their high school experience.



The “Curse” of Youth

Breakthrough’s 9th grade students are too young to apply for volunteer and professional opportunities, leaving them with a lack of meaningful summer opportunities.

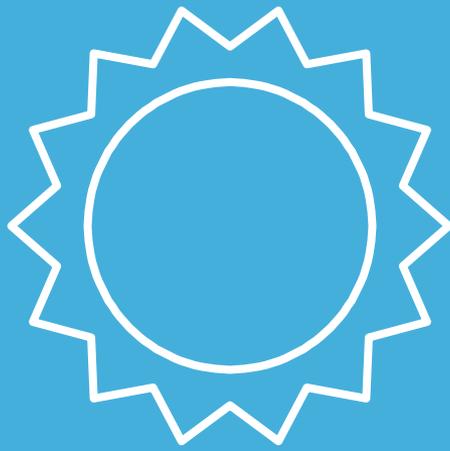


Student Testimony

The 9th graders who remained in the program consistently requested help with time management and test preparation, which were more critical in HS.



WHAT'S THE SOLUTION?



9TH GRADE SUMMER



Six weeks of programming
designed for high school-bound
students (est. 2012)

The **Original Vision** For 9th Grade Summer

“

Our largest focus areas for this summer will be to have [the students] take several quizzes and exams, have them write as much as possible, and learn time management skills through an overload on tests, projects, and other assignments. In order for them to find success in this upcoming year, we must give them the tools to study for tests, complete large projects, all while having their normal homework assignments. We would also like to emphasize the use of technology, as this is also very common during the high school years.”



The **What**, the **How**, & the **What Else**

What?

- How to Take Tests
- How to Write a Lot
- How to Manage Their Time



How?

- Give Students a “Normal Workload”
- Overload Them w/ Tests
- Overload Them w/ Projects

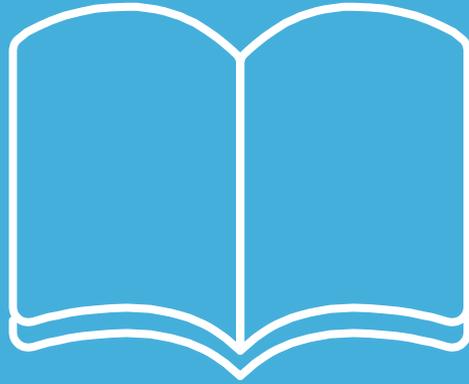


What Else???

- What could BSV do to “meet students halfway” with this increased workload?



WHAT'S THE SOLUTION?



HIGH SCHOOL **PREP**



A new elective course designed to
provide students with essential
“high school” skills

2.

The Development of High School Prep

How “HSP” Has
Changed Over Time

A Tale of **Two** HSP Classes

The HSP course is best understood as having two separate eras.

The first era spans the years from **2012-2015**, the second era began in **Summer 2016**.



Enrollment & Instructors

The Early Years (2012-2015)

High School Prep originally existed as a supplemental, **elective course** that all students took in addition to their four core academic subjects, and **which all teaching fellows taught** in addition to their core subject.

Note: Core subjects are Reading, Writing, Biology and Math.

The New Era (2016-Present)

High School Prep became **one of the four core classes** in the summer program, which all students had to take in addition to an elective of their choosing, and which **only four teaching fellows were responsible for teaching**.

Note: Reading and Writing Were Combined to Make Room for HSP.

Course Description & Goals

The Early Years (2012-2015)

The High School Prep curriculum will provide students new experiences unique to any other part of Breakthrough. **Students will learn critical strategies and skills that will directly prepare them for success in the next four years.** The transition from middle school to high school is a pivotal moment in students' lives and we want to make sure they are ready and have the tools to succeed.

The New Era (2016-Present)

In this course, **students will build competencies that will prove useful across multiple classroom environments, and develop non-cognitive skills** to help them achieve balance between academic and non academic responsibilities. Students will take greater ownership over their development and **consider how they can leverage the 9th grade year to propel themselves towards their postsecondary goals.**

Daily Lesson Objectives

The Early Years (2012-2015)

Lessons were designed to **build** students' academic skills, including...

- Email Writing
- Goal Selection
- Self-Advocacy
- Time Management
- Active Listening
- Study Skills
- Note-Taking
- Test Preparation
- Learning Types
- Managing Conflict

The New Era (2016-Present)

Lessons are designed so students can **define** and **practice** non-cognitive skills, including...

- Time & Stress Management
- Grit and Growth Mindset
- Self-Awareness and Self-Advocacy
- Seeking Out and Asking For Help
- Professionalism
- Goal-Setting

3.

The Re-Design Of High School Prep

How We Went
From Skills to SEL

Would like to do Poll Everywhere Here

Question: What is the
most important
component of SEL to
provide for students?

Where to **Start**?

- Designing SEL experiences is difficult because there is so much on which you **can** focus.
- The tough part is deciding which aspects of SEL will be most impactful in your **context**.

What the **Data** Told Us



**Asking for Help
Matters**



Networking Matters



**“Finding Your Niche”
Matters**



**Stress Management
Matters**



**Relationship Building
Matters**

FROM Data to Understandings

Example:

Survey Finding

1. Each finding from the alumni survey was re-written as at least one Enduring Understanding (each of which was paired with an Essential Question)

Enduring Understandings (EUs) = the big ideas and concepts that students will come to know across the entire span of a course

Essential Questions (EQs) = the big questions students will grapple with that lead them to enduring understandings

Enduring Understanding: Self-awareness is a precursor for meaningful interpersonal relationships.

Essential Question: How do I build and practice self-awareness?

From Understandings to Objectives

2. EUs and EQs were shown to the HSP teaching fellows, who selected the ones they felt were most meaningful and combined them into weekly objectives

Example:

EU: Self-awareness is a precursor for meaningful interpersonal relationships.

EQ: What does “professionalism” mean? How do I practice it effectively?

Weekly Objective: SWBAT learn and articulate their areas of strength and growth by completing a personality test and progressing through the process of securing and competing in a job interview (in which they must present themselves professionally)

From Weekly to **Daily** Objectives

3. The weekly objectives were broken down further into daily objectives

Example:

Weekly Objective: SWBAT learn and articulate their areas of strength and growth by completing a personality test and progressing through the process of securing and competing in a job interview (in which they must present themselves professionally).

Daily Objective: SWBAT identify activities that align with their interests and personal strengths by analyzing the results of their personality test and applying to one of several “internships.”

The End Result

- In the past, HSP had been taught as a series of daily, isolated objectives that focused on specific SKILLS (such as using a planner or test-preparation techniques).
- This year, we had an **overarching goal** for the course that united our lessons into a coherent whole.
- This **overarching goal** was to address the most common challenges from the alumni survey data, incorporate SEL research and practices, and in doing so provide our current high schoolers with support in areas we may have neglected in the past.

4.

HSP in Action!

What SEL Looked Like
in BSV Classrooms

The First Key: **Variety**

- One of our aims in creating HSP lessons was that no two days should feel exactly the same
- Lessons followed a consistent structure, but we infused tremendous **variety** into the activities themselves



Worksheets and
Journal Entries



Skits and Poster
Presentations

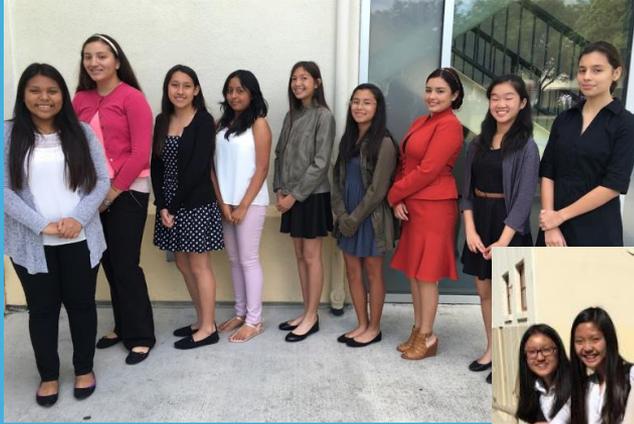


Cross the Line and
Gallery Walks



Mock Interview

Re-creating real world experience in the classroom space



The Second Key:

Reflection

- In reading our alumni survey, we knew we needed to provide increased opportunities for students to cultivate **self-awareness**
- Every night, student homework included a **self-reflective** journal entry connected to that day's lesson
- Students were encouraged to write about...



The Relevance of That
Topic to Their Own Lives



The Extent to Which They
Practice Their Learnings



How They Would Like to Grow
in That Area

The Third Key: Discussion

- The alumni survey revealed that former Breakthrough students wished they had more experience in college-style **discussion** courses
- We tried to infuse as much **discussion** as possible into High School Prep lessons, while maintaining variety within the conversation structures
- The goal was to get all of our students talking (introverts unite!)



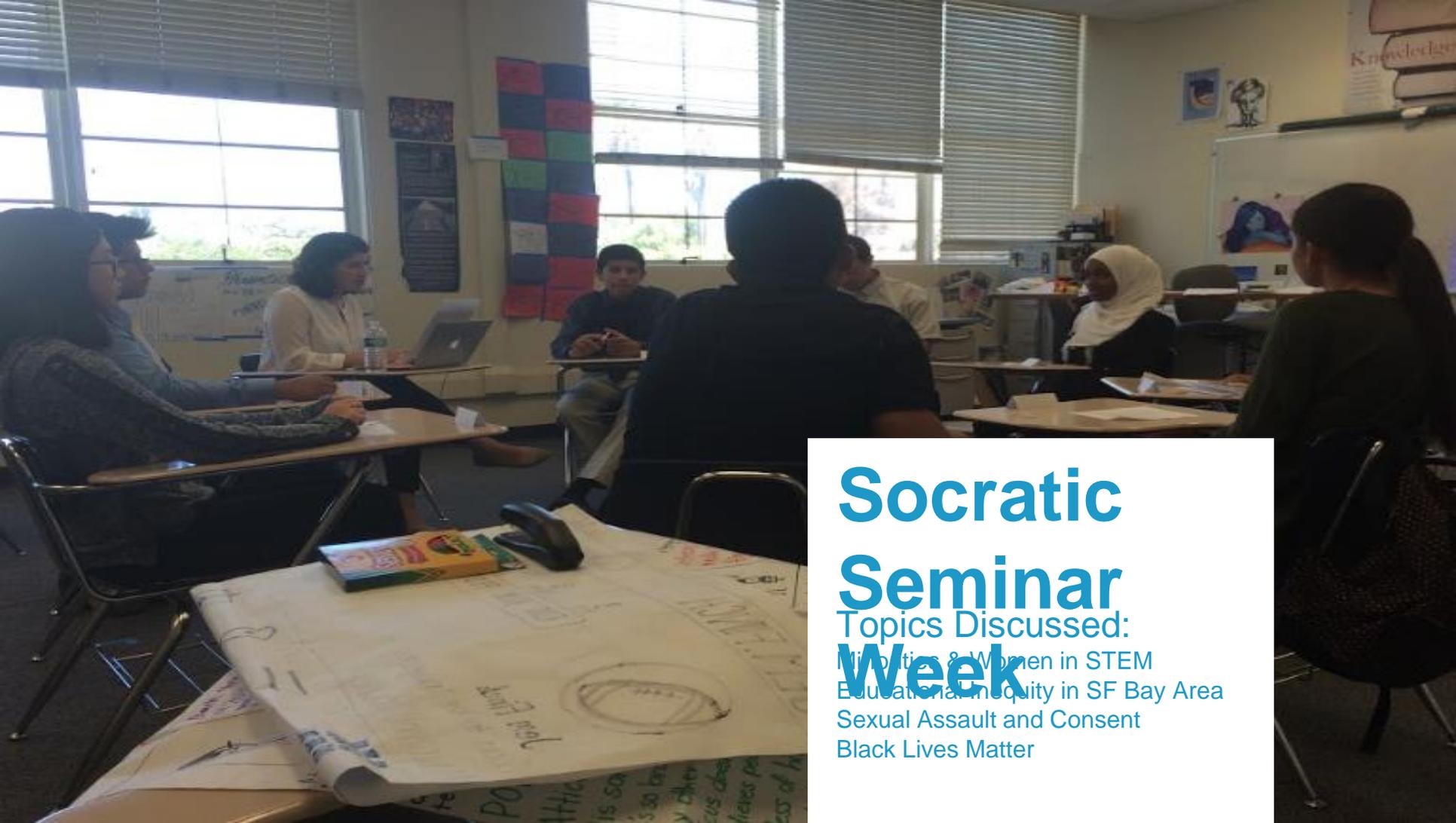
Think-Pair-Shares



Two-Circle Seminars



Partner Teaching



Socratic Seminar

Topics Discussed:

Week
Minorities & Women in STEM
Educational Inequity in SF Bay Area
Sexual Assault and Consent
Black Lives Matter

5.

Key Takeaways

What We Learned and
What the Future of HSP
Looks Like

What We Learned



SEL Should Not Be
Supplemental



Course Design Must Start
With Empathy



Reflection Is Key to
Making SEL Stick



The Most Successful Days
Mirrored Real Life



HSP Is Evolving and Will
Continue to Change

The **Future** of HSP

- Next summer, the 9th grade summer program is going to be condensed into a two-week long “**High School Prep Camp**”
- This program will not include the academic courses offered in previous summers, and so the focus will **be entirely on SEL** (6 hrs/day for 2 weeks)
- Our goal is for students to leave camp feeling **prepared and excited** to enter the next phase of their Breakthrough experience

THANKS!

Any questions?

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